

**Office of the Provost
Faculty Handbook**

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**Policies
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Faculty Code of Ethics and Conduct - 1Q1

Statement on Professional Ethics †

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
4. As members of their institution, professors seek above all to be effective teachers and scholars. Although they observe the stated regulations of the institution, provided they do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of any citizen. They measure the urgency of these obligations in light of their responsibilities to their subjects, to their students, to their profession, and to their institution. When they speak or act as a private person, they avoid creating the impression that they speak or act for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Statement on Freedom and Responsibility ‡

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways which injure individuals or damage institutional facilities or disrupt the classes of one's teachers or colleagues. Speakers on campus must not only be protected from violence, but given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to evenhanded treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own part in society. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.

A faculty member should recognize that this privilege carries with it the responsibility to present material relevant to the subject matter of the course. Faculty cannot take advantage of their position by discussing material for which there is no relation to the subject or by failing to present the subject matter of the course as approved by the faculty in their collective responsibility for the curriculum.

Because academic freedom has traditionally included the instructor's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions, on the other. If such conflicts become acute, and the instructor's attention to their obligation as a citizen and moral agent precludes the fulfillment of substantial academic obligations, they cannot escape the responsibility of that choice, but should either request a leave of absence or resign their academic position.

First, the faculty should take the initiative, working with the administration and other components of the institution, to develop and maintain an atmosphere of freedom, commitment to academic inquiry, and respect for the academic rights of others. The faculty should also join with other members of the academic community in the development of procedures to be used in the event of serious disruption, or the threat of disruption, and should ensure its consultation in major decisions, particularly those related to the calling of external security forces to the campus.

Second, systematic attention should be given to questions related to sanctions other than dismissal, such as warnings and reprimands, in order to provide a range of academic sanctions.

Third, there is need for the faculty to assume a more positive role as guardian of academic values against unjustified assaults from its own members. The traditional faculty function in disciplinary proceedings has been to assure academic due process and meaningful faculty participation in the imposition of discipline by the administration. While this function should be maintained, faculties should recognize their stake in promoting adherence to norms essential to the academic enterprise.

Rules designed to meet these needs for faculty self-regulation and flexibility of sanctions should be adopted on each campus in response to local circumstances and to continue experimentation. In all sanctioning efforts, however, it is vital that proceedings be conducted with fairness to the individual, that faculty judgments play a crucial role and that adverse judgments be founded on demonstrated violations of appropriate norms.

† From "Statement on Professional Ethics," published in the A.A.U.P. Bulletin (Vol. 55, No. 1, Spring, 1969, pp. 86-87).

‡ From "Statement on Freedom and Responsibility," published in Academe (Vol. 4, No. 5, December 1970, p. 2.)

Approved by Chancellor effective 9/2/98

This policy was issued on July 12, 2002, replacing the September 17, 1998 version.

Document Reference: 1Q1

Origin: WC 6-70/71; WC 1-97/98

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Policies Policies & Procedures Courses

Guidelines for Class Scheduling and Publications - 1C1

CLASS SCHEDULE

The Office of the Registrar is charged with assembling class schedule requests from the various academic units. From these inputs, a master schedule of classes is structured and published each term. Guidelines which apply to the preparation and maintenance of the master schedule follow.

1. University guidelines governing class scheduling are established by the Provost in consultation with the Academic Affairs Conference. The Registrar has the responsibility for assuring conformance to those established guidelines. In exercising this responsibility, the Registrar works with the appropriate academic dean.
2. Within any existing University and school guidelines, each department determines (a) the classes to be offered for a given term, (b) the number of sections of each, and (c) the size (maximum) of each section. The determination is made upon anticipated student need and available teaching faculty. Student need is gauged by past enrollment patterns and future enrollment estimates as modified by any recent curricular changes.
3. Each academic year, general classroom space will be preassigned by the designated representative of the Provost and Vice Chancellor to each academic unit for use in planning and preparing that unit's class schedules. Units may schedule as they deem appropriate within the limits of the preassigned space, in conformance with the other scheduling guidelines herein published. Continuous review of the preassignment awards will be made by the Provost's representative, and adjustments in allocation will occur as warranted.
4. A class hour is defined as a period of 50 minutes. Those courses, or segments thereof, employing the type of instruction generally defined as "lecture," will be scheduled a minimum of one class hour per week per credit hour. Courses or segments thereof, utilizing the type of instruction generally defined as "laboratory," will be scheduled a minimum of two class hours per week per credit hour. Exceptions to this rule are courses of an individualized nature and those which meet irregularly, such as "to be arranged," thesis, readings, and independent study.
5. Classes may be scheduled within the time frames approved by the Provost. Exceptions to the standard time frames must be approved by the Provost or the designated representative of the Provost.

[EFFECTIVE UNTIL FALL 1997]

- a. During the standard academic year, weekday classes will commence on the half-hour. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses and shall conform to the following patterns:

(1) Non-General Education, 3-credit courses meeting twice weekly must begin at 4:30, 5:30, 6:00, 7:00, 7:30, 8:30 or 9:00 p.m. Those meeting once weekly must begin at 4:30, 5:30, 6:00 or 7:30 p.m.

(2) Three-credit General Education courses must begin at 6:00, 7:30, or 9:00 p.m.

(3) Alternative class formats are permitted provided their schedules conform to 5a1 and 5a2.

- b. The normal or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday, and Friday (no other combination of 50 minute sessions is acceptable), or in two weekly sessions of 75 minutes each. The twice-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday after 12:30 p.m. Three-hour courses may meet in a 75 minute format on Monday and Wednesday before 12:30 only with prior approval of the Provost.
- c. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly, or once weekly. If three times weekly, the classes should meet on Monday, Wednesday, and Friday. If twice weekly, they should meet either in a Tuesday-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF).

Vertically (i.e., a class that meets for longer than 50 minutes at a time) scheduled General Education 111, Skills and IS classes MUST convene on the even-half hour (8:30 a.m., 10:30 a.m., 12:30 p.m., and 2:30 p.m.). While there will be unequal break times between class sessions for three-hour and four-hour courses, the standard starting time is necessary so that students can build integrated schedules from the widest possible set of options.

- d. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any scheduling category (i.e., weekday, evening, and weekend).
- e. Because most weekend (Saturday) classes meet only once weekly, the parameters outlined in 5d above are applicable. Additional parameters are required, however, especially for courses that are not program-specific (e.g., General Education courses and non-major courses). The standard class times for a 3-semester hour course meeting on Saturday will be 9:00 a.m. until 12:20 p.m., and 1:00 p.m. until 4:20 p.m. (This assumes that weekend classes will meet for 13 of 16 weekends thus allowing breaks for holidays and the start of classes after day/evening classes.) It is also possible to offer courses in special format, e.g., for six Saturdays meeting from 8:30 a.m. until 4:30 p.m. for three-credit-hour courses.

[EFFECTIVE BEGINNING FALL 1997]

- a. During the standard academic year, weekday class schedules will commence at 8:00 a.m.. Evening classes should be scheduled to take into account the interests of the student populations that most typically enroll in those courses and shall conform to the following patterns:
 - (1) Non-General Education, 3-credit courses meeting twice weekly must begin at 4:30, 5:30, 6:00, 7:00, 7:30, 8:30 or 9:00 p.m. Those meeting once weekly must begin at 4:30, 5:30, 6:00 or 7:30 p.m.
 - (2) Three-credit General Education courses must begin at 6:00, 7:30, or 9:00 p.m.
 - (3) Alternative class formats are permitted provided their schedules conform to 5a1 and 5a2.
 - b. The normal or most typical class will be the three-hour class. It will meet either in three weekly sessions of 50 minutes each on Monday, Wednesday, and Friday (no other combination of 50 minute sessions is acceptable), or in two weekly sessions of 75 minutes each. The twice-weekly, 75 minute session format may meet in either morning or afternoon Tuesday-Thursday, or on Monday-Wednesday after 12:00 noon. Three-hour courses may meet in a 75 minute format on Monday and Wednesday before 12:00 noon only with prior approval of the Provost.
 - c. Laboratory format courses, and lecture format courses other than those carrying three hours credit, can meet vertically in blocks of several class-hour segments either three times weekly, twice weekly, or once weekly. If three times weekly, the classes should meet on Monday, Wednesday, and Friday. If twice weekly, they should meet either in a Tuesday-Thursday sequence, or in some variation of Monday-Wednesday-Friday sequence (MW, WF, MF).
 - d. With the approval of the Office of the Provost and Vice Chancellor, courses can meet in any special format which is pedagogically sound at the prescribed rate of 750 minutes of class instruction per credit-hour per term. This applies to any term, not merely summer, and to any scheduling category (i.e., weekday, evening, and weekend).
 - e. Because most weekend (Saturday) classes meet only once weekly, the parameters outlined in 5d above are applicable. Additional parameters are required, however, especially for courses that are not program-specific (e.g., General Education courses and non-major courses). The standard class times for a 3-semester hour course meeting on Saturday will be 9:00 a.m. until 12:20 p.m., and 1:00 p.m. until 4:20 p.m. (This assumes that weekend classes will meet for 13 of 16 weekends thus allowing breaks for holidays and the start of classes after day/evening classes.) It is also possible to offer courses in special format, e.g., for six Saturdays meeting from 8:00 a.m. until 4:00 p.m. for three-credit-hour courses.
- 6. Each of the four types of General Education courses should be offered in the evening and/or on Saturday at least one time per academic year in order to permit orderly progress of the evening/weekend student. Compliance shall be monitored by the Provost.
 - 7. After the University schedule of classes for a given term has been published, changes in existing sections should be minimal. From the time the schedule is in print until the end of the term, any desired change to the scheduled elements of existing sections, as well as added or cancelled sections, must be reported by the department on forms provided for that purpose, signed by an academic dean, and sent to the Office of Academic Scheduling for processing. Major changes in schedule (i.e., those that could adversely affect student ability to devise and/or maintain a viable schedule, such as changes in meeting day or time, credit hours, etc.) must be accompanied by an explanation and forwarded to the Assistant Vice Chancellor for Enrollment Management for approval prior to being effective. No other action in changing the schedule can be accepted by the Office of Academic Scheduling.
 - 8. New courses or modifications in existing courses may be implemented in any term if the Form 90 procedure is completed through all required signatures prior to student registration for that term. However, in order for a new course or modification to an existing course to appear in the printed class schedule for a given term, the Form 90A, B,

or C processing must be completed prior to the completion of proofreading of the galley for that issue.

9. The "15-10-5" rule is applicable. This rule requires that, in order to be held, a 500-level course must have a minimum enrollment of 5, a 300 or 400-level course must have a minimum of 10, and a 100 or 200-level course must have a minimum of 15. However, at the discretion of an academic dean, this requirement may be waived. A report of such waivers shall be submitted annually to the Provost by each Dean.

10. Certain special scheduling criteria may be approved by the Provost to apply to the summer term.

Approved by Provost effective 5/14/93

This policy was issued on July 20, 2004, replacing the January 11, 2002 version.

Document Reference: 1C1

Origin: PRAM 76; OP 8/27/91; CC 35-91/92; CC 12-96/97

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Policies
Policies & Procedures
Courses
Course Auditing Policy - 1C13

A. Undergraduate Students

Students may register in an "audit" status for courses but those registered as audit receive no letter grades or credit. Students pay the same fees as though they were registering for credit. If auditing students do not attend regularly, instructors may determine that the students should not have audited courses placed on the record. Students registering for a course for credit may change to an audit status or vice versa during the first six weeks of a term; thereafter the change may not be made. Veterans attending under the GI Bill do not receive benefits for audited classes. ISAC Monetary Award and Pell (Basic) Grant recipients may not include audit classes as part of the total to qualify for payment.

B. Graduate Students

Graduate students may register for courses in an "Audit" status, but those who do so receive neither a letter grade nor credit. If an auditing student does not attend regularly, the instructor may determine that no entry should be placed on the student's academic record. With permission of her/his Graduate Program Director, a graduate student who has registered for a course for credit may change to an audit status (or vice versa) during the first three weeks of the academic term; thereafter the change may not be made. A graduate student who has registered for a course for credit may not change to an audit status (or vice versa) for any course which is scheduled for fewer than eight (8) weeks.

Graduate students who hold assistantships, fellowships, or scholarships must check with the Graduate Records and Admissions Office before making such changes, since their level of financial support may be affected. Veterans attending under the GI Bill do not receive benefits for audited classes.

Approved by Chancellor effective 1/9/92

This policy was issued on February 1, 1996, replacing the October 2, 1995 version.

Document Reference: 1C13

Origin: UC #20/4; CC 21-91/92; PVP 2/17/92

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Policies
Policies & Procedures
Courses

Disenrolling Students for Lack of Prerequisites - 1C9

A student is expected to have completed all official prerequisites and requirements for a course before the course begins. Official prerequisites and requirements are those published in the University catalog and/or approved by the Curriculum or Graduate Councils. Any student registered for a course who has not completed all prerequisites and requirements before the course begins may be disenrolled from the course by the instructor, the department chair, or dean, as appropriate. This will be accomplished by written notification to the enrollment office and to the student, as soon as possible in the term.

Approved by Chancellor effective 4/22/91

This policy was issued on February 1, 1996, replacing the January 2, 1992 version.

Document Reference: 1C9

Origin: CC 4-90/91

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**Policies
Policies & Procedures
Miscellaneous
Ethics of Instruction - 1Q2**

The following information dealing with responsibilities and minimum expectations in carrying out teaching assignments should be provided to all faculty annually, ideally in a regularly up-dated faculty handbook.

1. The statement on Academic Freedom-Rights and Responsibilities in the Statutes of the Board of Trustees.
2. The statement below on Minimum Expectations of Faculty as Teachers.

MINIMUM EXPECTATIONS OF FACULTY AS TEACHERS

The following is a list of minimum expectations of University faculty in carrying out their teaching assignments. These expectations broadly define normal faculty behavior in a fair and open teaching/learning environment.

1. To inform students early in the term, by means of syllabi or other written statements, of planned course coverage, required textbooks, and an approximate schedule of assignments.
2. To inform students early in the term, by means of syllabi or other written statements, of the grading policy to be used, including a description of the relative weight to be assigned to different activities and of attendance requirements, if any.
3. To announce and adhere to a schedule of office hours which permits and encourages students to meet with the instructor in his/her office and to be available for special conferences as needed.
4. To attend promptly and fully each class meeting; to obtain permission from the chair in advance when class must be missed (except in cases of emergency); and when possible to provide an alternate instructor who has been given directions concerning planned class activities).
5. Not to reschedule class meetings without the permission of the dean or chair and the consent of the students enrolled. Not to reschedule final examinations without the permission of the dean, the Provost, and the consent of the students enrolled.
6. To return student work promptly except when announcement has been made to the class that work will not be returned (although such work should be available for student examination) and to retain any unreturned student work for at least one term.
7. To provide the student at his/her request with appropriate and helpful written and/or oral explanations for assigned grades and other evaluated work.
8. To provide teaching and learning experiences that are free of favoritism, prejudice, discrimination, or harassment.
9. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction.
10. To assist in instructional support activities such as curriculum development, textbook selection, course revisions and acquisition of publications and other library activities.
11. Not to become involved in amorous or sexual relationships with any student for whom the instructor currently has any teaching responsibility, including counseling and advising, supervision of independent studies, research, theses, and dissertation. (Effective 8/16/94)

Approved by Chancellor effective 6/9/94

This policy was issued on February 1, 1996, replacing the July 1, 1994 version.

Document Reference: 1Q2

Origin: OP 6/26/81; OP 10/13/89; OP 11/5/90; OP 4/10/91; WC 2-93/94

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**Policies
Policies & Procedures
Grading and Evaluating
Grading System - 1J1**

The following grading symbols are used by the University:

Grading Symbol	Credit Points
A-- Excellent	4 credit points
B-- Good	3 credit points
C-- Satisfactory	2 credit points
D-- Poor	1 credit points
E-- Failure	0 credit points
[EFFECTIVE FALL 2001]	
F-- Failure	0 credit points

UW--Unauthorized Withdrawal. Calculated as E [F EFFECTIVE FALL 2001] in grade average. Used when a student has not attended a course, or has not attended enough to provide the instructor with information on which to base a grade.

W--Withdrawal. Authorized withdrawal. Work may not normally be completed.

WP--Withdrew Passing.

WE--Withdrew Failing. WE is calculated as E in grade average.

[EFFECTIVE FALL 2001]

WF--Withdrew Failing. WF is calculated as F in grade average.

WR--Withdrawal by the Registrar.

I--Incomplete. Student did not complete all work required for the course during the term, and has the permission of the instructor to do so within a specified time period. (NOTE: See the details of the policy on "incomplete" grades.)

DE--Deferred. Graduate Study and First Professional Degree: Used only for graduate courses and first professional degree of an individual continuing nature such as thesis or research or for internships and practica lasting longer than one term. A DE grade for course work of an individual nature such as research, thesis, or dissertation is changed to a completed grade when the project has been completed. Undergraduate Study: A DE grade is permitted only for the first semester of a two-semester Senior Assignment course sequence that has been approved by the Curriculum Council for assessment purposes.

S--Satisfactory. Used for noncredit courses and thesis, and may be used for internships or practica at the program's discretion.

U--Unsatisfactory. Used for noncredit courses and thesis, and may be used for internships or practica at the program's discretion.

AU--Audit. No grade or credit hours earned.

P--Pass. Used for courses taken under Pass/No Credit option. Hours may count toward graduation at the undergraduate level only.

NC--No Credit. Used for courses taken under Pass/No Credit option. No credit hours earned.

PR--Progress. Awarded only for skills courses and only once for any given skills course. PR grades are not included in grade point average calculations. (To earn credit for a course in which a PR grade was earned, students must repeat the course and earn a passing grade.)

Approved by Chancellor effective February 27, 2007

This policy was issued on March 15, 2007, replacing the March 10, 2000 version.

Document Reference: 1J1

Origin: CC 14-86/87; CC 3-87/88; CC 3-87/88; OP 2/21/92; OP 3/24/92; CC 3-92/93; CC 8-94/95; CC 9-95/96, CC 17-98/99; PVC 12/2/99, CC 31-06/07

Policies
Policies & Procedures
Grading and Evaluating
Incomplete Grades - 1J5

Unless the instructor has specified a shorter period of time, an incomplete grade which is not completed within one year will automatically be changed to an "E" ["F" EFFECTIVE FALL 2001] (graduation notwithstanding). If an instructor specifies a shorter period of time, he/she must communicate this stipulation in writing--with copies to the Registrar's Office and the instructor's unit head--to the student at the time the incomplete is granted. Any student who feels that mitigating circumstances should allow an extension of time limit beyond one year for completion of an incomplete grade may petition the faculty member who granted the grade. If the faculty member agrees to grant the extension, he/she shall inform the student and also the faculty member's unit head and shall then notify the Registrar. Students and their advisors will be notified of outstanding incompletes and of the due dates on which the incompletes would revert to an "E" ["F" EFFECTIVE FALL 2001].

Approved by Chancellor effective 3/23/81

This policy was issued on February 9, 2000, replacing the February 1, 1996 version.

Document Reference: 1J5

Origin: CC 14-78/79

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Policies
Policies & Procedures
Grading and Evaluating

Pass/No Credit Grading Option - 1J4

Undergraduate students shall have the option of enrolling in selected courses on a Pass/No Credit basis. Under this option the student receives a Pass for grades A, B, or C and a No Credit for grades D or E [F EFFECTIVE FALL 2001]. Students, at the time of declaring Pass/No Credit, may stipulate that they would rather receive the grade of D than No Credit when appropriate.

Taking courses on a Pass/No Credit basis is limited to courses outside General Education requirements and major and minor requirements. A student may enroll in no more than 9 hours of undergraduate coursework under the Pass/No Credit option. These limitations do not apply to courses which are offered only for Pass/No Credit.

A decision to take a course on a Pass/No Credit basis must be declared no later than the 8th week of the semester and must be approved by the advisor; during the summer term by the 6th week.

Approved by Chancellor effective 10/7/91

This policy was issued on February 9, 2000, replacing the February 1, 1996 version.

Document Reference: 1J4

Origin: CC 14-78/79; OP 10/7/91

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Office of the Provost Faculty Handbook

STUDENT EVALUATIONS OF TEACHING

Policy on Use of Results of Student Evaluations of Teaching

A. Preamble

There is a wide body of research indicating that student evaluations of teaching (SETs) may be influenced by such factors as instructor gender, physical attractiveness, race, and other types of characteristics (see reference list, below). Prior student interest in the subject matter is also a factor, giving instructors of certain courses an advantage over others. For example, some instructors have the responsibility of teaching relatively unpopular courses, which may put them at a disadvantage.

Further, many faculty members have a responsibility to awaken students to discriminatory ideology and institutional practices that are hegemonic and oppressive to those not in the dominant group(s) in the world. Attempts to help students understand racism, sexism, and discrimination against those of non-dominant sexual orientation, ethnicity, or religious affiliation often leads to antipathy and confusion among students. These phenomena must be weighed when considering student evaluations of faculty teaching courses that expose racism, sexism, and homophobia. Although this issue may be more relevant to some disciplines than others, it can be a factor in all disciplines and in any course.

B. Policy on use of student evaluations of teaching

1. SETs shall not be used as the sole or primary indicator of faculty effectiveness - neither as individuals, nor collectively. Rather, multiple measures shall be used to evaluate faculty teaching. Such measures may include peer evaluations, formative assessments, and content based evaluations.
2. The response to a single question on a SET shall never be used as the sole or primary indicator of faculty effectiveness taken from that instrument, even when that instrument is used in conjunction with other measures. This applies both to individual faculty members and to collections of faculty members. Also, with quantitative SETs, student response percentages for each answer category are more useful than the arithmetic mean for each item.
3. Results of SETs shall not be used to compare faculty members or collections of faculty members for evaluation purposes. Rather, they shall be used in one or both of the following ways:
to document faculty improvement or changes in a faculty member's results in the same class over time.
along with other indicators of teaching quality, to determine the quality of faculty teaching
to assess the extent to which faculty use evaluation results to improve their teaching. The Chair and/or other review committee should meet with faculty to interpret and discuss results of student evaluations of teaching.
4. Because student evaluations of teaching are anonymous, no disciplinary action may be based solely on student evaluations of teaching.
5. See Appendix E for related references that supported creation of this policy.

Revised policies on administration of SETs

A. Process of administering the SETs during the required end-of-semester evaluation:

1. SIUE forms for Student Evaluations of Teaching include the approved campus-wide core. In addition, each department, school, or college can add a second section of multiple-choice questions and a section of open-ended questions.
2. Student evaluations of teaching may be administered in paper-pencil format or on-line. Regardless of mode of delivery, the process must ensure anonymity for students.
3. Before students take the evaluation, instructors should provide a standard statement in writing or verbally. This statement should instruct students about the importance and purpose of the evaluation as well as how the evaluations will be used.
4. The administrator should instruct students not to talk to each other while filling out SETs.
5. The process must assure student anonymity on the SETs.
6. The instructor must not be present while evaluations are being filled out.
7. The department should develop a plan regarding the administration of student evaluations of teaching. This plan should include designations for who will administer course evaluations. If a departmental designee is unavailable, the instructor can use a "signed envelope" procedure: In such an instance, the department chair or instructor must designate a student in the class to collect all evaluations in a single large envelope, seal it, sign it across the seal, and deliver it to the department secretary or other designated location.
8. Instructors must not have contact with individual SETs once they have been distributed (in the case of non-electronic administration, someone else must collect and give the completed SETs to someone in charge of processing them). The instructor will not be allowed to see the original evaluation forms after they have been completed.
9. Hand-written comments must be typed before the instructor receives them.
10. If paper administration, SET forms (both completed and blank) must be returned in the SET packet and accounted for. For on-line administration, faculty members and departments should make note of response rates and their potential impact on the results. Regardless of mode of delivery, evaluations are anonymous, including whether or not a student has completed the evaluation.
11. The final results are provided to the instructor after the final grade submission period is over.

B. Further suggestion

It is suggested that instructors administer an evaluation during the course of the semester in addition to the end-of-semester evaluation. (A mid-term evaluation may help instructors to identify problems and remedy them while they still have the opportunity).

In the case of the midterm evaluations, the evaluation practices should ensure anonymity. Departments should work to develop effective practices to support faculty members who wish to implement mid-term evaluations for the purpose of course improvement.

¹ "Shall" replaces "should" in most occurrences throughout this policy.

Appendix E: References for Current and Proposed SET Policies

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**Policies
Policies & Procedures
Courses**

Guidelines for Submission of Experimental Courses and Experimental Programs - 1C8

A. Guidelines

1. All experimental offerings shall be approved and monitored by the academic department of origination. If originated by an individual who is not affiliated with an academic department, the originator shall include in the proposal a plan for academic approval and monitoring which shall have been accomplished prior to submission to the Curriculum Council of the Faculty Senate.
2. All experimental offerings shall be submitted to the Curriculum Council for informational and guideline confirmation purposes.
3. Each submission shall include:
 - a. A statement covering the educational rationale for such an offering.
 - b. A statement describing possible or probable student clientele.
 - c. A fiscal support statement from the appropriate fiscal officer involved.
 - d. A statement rationalizing the adjectival use of "experimental" in labeling the offering.
 - e. A detailed statement of the evaluative methodology to be employed. Upon completion of the Experimental course, the Curriculum Council should be supplied with a report based on this statement of evaluative methodology.
4. The appropriate committee shall report the status of all campus experimental offerings to the Curriculum Council from time to time but at least twice each year.

Procedure for Initiating Experimental Courses

1. All experimental courses will carry the same number across all department lines. It is intended that an experimental course could be offered at the 100, 200, and 300 level. (The numbers 199, 299, and 399 are recommended, but their availability will need guarantee by the Registrar.)
2. A department cannot offer more than one course at a time at each of the three levels. Normally, the experimental period would cover one full year.
3. In addition to the material required in the Guidelines above, certain identifying information will be required to be submitted on a form to be developed by Academic Affairs. These forms, upon approval, must then be submitted to Academic Affairs. A copy of this form will then be submitted to the Registrar and other appropriate offices for information. Appropriate monitoring of the time limitation on these courses will occur by the Registrar and Academic Affairs.
4. An experimental course cannot be offered for more than one year unless special consent is given by the Curriculum Council. Following the one year experimental period, if a course is to be continued, it must be submitted for approval on form 90's through regular academic review channels.
5. An experimental course must be processed no later than one full term before it is offered, e.g., a course to be offered the fall term must be processed no later than the end of the spring term.
6. Before the request for a new course is submitted to the Curriculum Council, it must be submitted to Academic Affairs for checking of appropriate title, numbers, etc. The request for an experimental course will then be forwarded by Academic Affairs to the Curriculum Council no later than one week after receiving it.
7. Before the request for an experimental course is submitted to the Curriculum Council, it must be submitted to Academic Affairs for checking to ascertain if appropriate University policies are followed governing the use of titles, whether the submitting department has another course extant, etc. If all procedures are proper, the course request will be submitted to the Curriculum Council no later than one week following receipt from the submitting academic unit.

Approved by Chancellor effective 4/10/91

This policy was issued on February 1, 1996, replacing the August 15, 1991 version.

Document Reference: 1C8

Origin: CC 11-70/71; OP 4/10/91

**Office of the Provost
Faculty Handbook
TEACHING LOAD POLICY**

WELFARE COUNCIL #4-90/91

This policy establishes guidelines for faculty teaching load assignments. Curricular diversity prevents teaching load guidelines that apply uniformly to all programs and units. Teaching loads vary widely, reflecting research, service, and administrative obligations as well as factors such as class size, number of preparations, course level, and associated laboratory and clinical experience requirements.

Each faculty member will assume responsibility in the work normally associated with teaching and service to his/her academic unit (e.g., course preparation and evaluation, conferring with students, committee work, and so forth). A faculty member on continuing or permanent appointment is expected to engage in research, scholarly or creative activities and service as part of his/her continuing professional development. Deans, in consultation with the Provost, are responsible for identifying normative expectations regarding research, scholarly or creative activity and service.

Chairs and deans are responsible for determining teaching load assignments that reflect the preceding considerations and that accord with the general guidelines below:

1. Teaching load guidelines for faculty on continuing or permanent appointment are:
 - The maximum teaching load for faculty meeting normative research and service expectations will be three courses, not to exceed twelve hours per semester.
 - This maximum may be reduced for faculty engaging in research and service to the academic unit or the University exceeding normative expectations following mutual agreement with the department chair and dean. Examples of such activities are:
 - research and scholarly or creative activities
 - undergraduate and graduate student advisement,
 - University service (as defined by the University and Promotion and Tenure Guidelines), and
 - administration.
 - Tenured faculty may elect to have a reduction in research and service expectations with an increase in teaching. For such faculty, the maximum teaching load will be four courses, not to exceed twelve hours per semester.
3. The typical teaching load for faculty on term appointments will be four courses, normally not to exceed twelve hours per semester, with an expectation of research and service defined by the Dean in consultation with the Provost.

Office of the Provost Faculty Handbook

NORMATIVE SCHOLARSHIP AND SERVICE EXPECTATIONS OF FACULTY, PROVOST MEMORANDUM 5/13/92

The following statement, developed and approved by the Deans and the Provost, is provided in accord with the Teaching Load Policy, WC#4-90/91, which became effective Fall Semester, 1993. The Policy states [I.a.]: "The maximum teaching load for faculty meeting normative research and service expectations will be three courses, not to exceed twelve hours per semester." The normative expectations for research and service for such a teaching load are set forth below. Faculty will be evaluated annually with respect to their teaching performance and their fulfillment of these scholarship and service expectations.

1. To understand the University's Statement of Values and Statement of Mission and to appreciate their significance for the faculty member's scholarly and service activities at SIUE.
2. To remain abreast of new developments in the subject field and to incorporate this new knowledge in course instruction, as specified in point 9 of the "Minimum Expectations of Faculty as Teachers" in the policy entitled Ethics of Instruction.
3. To engage actively in research, scholarship or creative work which results periodically in products accessible to the larger community of scholars for review, comment, or use. Departmental curriculum development, faculty development, institutional research, and public service and consulting that do not result in products accessible to the larger community of scholars are not considered research.
4. To provide leadership and service, with responsibility increasing commensurate with rank, to the department, school, and University in matters of curriculum and governance. Such leadership and service can take the form of active service on the Faculty Senate, special committees, program review bodies, and standing committees.
5. To serve the larger community either through active involvement with the affairs of the individual's profession or by providing professional assistance to community groups. Service to the profession is typically provided through such activities as service on committees of professional organizations, reading papers for journals, and service on editorial boards. Service to the community may consist of such activities as providing expert advice and/or technical assistance. Paid consultancies are not considered public service.
6. To attend and participate in departmental and school faculty meetings and to participate in the governance of the department and the school.
7. To attend such ceremonial or University-wide events as Commencement, Honors Day, and Preview SIUE, on a shared basis.
8. To participate in external and internal reviews of the unit's programs by accrediting agencies or University bodies.
9. To participate in the review of administrative personnel and candidates for promotion and tenure as provided by University or unit policy.
10. To provide student advisement, thesis guidance, independent study courses, and clinical supervision as appropriate to the unit.

The Teaching Load Policy further specifies [I.c.]: "Tenured faculty may elect to have a reduction in research and service expectations with an increase in teaching. For such faculty, the maximum teaching load will be four courses, not to exceed twelve hours per semester." In accordance with this provision, tenured faculty members may choose to be evaluated on the basis of reduced expectations regarding points 3, 4, and 5 above, in exchange for teaching a fourth course each semester.

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Policies Policies & Procedures

Student Academic Standards and Performance

Statement on Use of Commercially Produced and Purchased Term Papers at SIUE [Academic] - 117

The advent of business entities engaged solely in the commercial production of research papers for university students is a matter of grave concern to the faculty and officers of Southern Illinois University Edwardsville. The proliferation and apparent success of these commercial ventures in the marketplace only amplifies the concerns of the academic community.

Higher education is diminished in value whenever any force operates to curtail the abilities of professors to move college-level students beyond "rote" learning towards individual academic investigation and research. The ultimate welfare of higher learning lies not in merely expanding numbers within our population that have shared professorial viewpoints by "rote" learning. Our society's true interests in higher education are fully served only when our university graduates have progressed beyond assimilation of existing knowledge and have also learned the techniques and skills of academic self-investigation--of learning through one's own research.

Traditionally, this has been the important role of the research term paper in the college curricula. Without this strategic tool, the ability of our universities to develop self-investigation skills in our bachelor's degree candidates is seriously reduced.

Especially for this reason, Southern Illinois University Edwardsville is prepared to take whatever action is within its authority (through internal policies or external law) to protect the integrity of the University's academic processes from diminishment by use of commercially produced research papers. The University will pursue every available course of action to penalize use of such commercial papers by students in connection with course work at SIUE.

The University has promulgated minimal standards of conduct for students enrolled at Edwardsville. The Student Conduct and Student Grievances: Rights and Responsibilities policy expressly prohibits "academic cheating or plagiarism," and provides that engaging in such conduct provides grounds for sanctions which may include separation from the University by suspension, dismissal, or expulsion.

Students necessarily will bear the brunt of punitive actions arising out of the exploitation of traditional academic processes represented by the commercialized research paper businesses. There is nothing either unfair or unfortunate in that situation, since, after all, the exploitation occurs only with the decision by the student to abuse the academic process by purchase of these papers. The term paper industry could not exist without student purchases.

The University will not, however, be satisfied to seek punitive measures only against students who choose to engage in commercialized plagiarism. Efforts will be made to enlist the counsel of the University's legal advisors in determining additional means, through existing law or new law, and by action against students or others, through which the interests of academic integrity can be adequately served and protected.

Approved by Chancellor effective 5/15/72

This policy was issued on February 1, 1996, replacing the July 1, 1991 version.

Document Reference: 117

Origin: AAT 29; OP 5/9/91

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